

ROLE OF SOCIAL MEDIA TOWARDS THE USE INSTITUTION LIBRARY IN CENTRAL UNIVERSITIES OF NORTH-EAST INDIA

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ABSTRACT

The paper explores the use of social media among the students of northeast central universities for accessing and availing of services provided by the institutional libraries. Where an analysis was undertaken to highlight some key factors like the frequency of use and devices they use for the use of the institutional library. The research was conducted to know the time spent by both the students and research scholars of the selected universities, how many times they spent per day, and how many times they spent in a week using social media. The purpose of using social media in the selected universities is being analyzed in this paper. The SNSs that impact majorly on social media and how frequently students, research scholars use social media for using SNSs, what were the top SNSs used by using social media are described. Lastly, the pros and cons of social media are also explained with their support level.

KEYWORDS: Social Media, MZU, NEHU, Social Media & Students, SNSs & Social Media Awareness

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1. INTRODUCTION

With the advancement of the World Wide Web (WWW), people around the globe are demanding various types of services by using the internet. People have revealed that by using internet services they achieve their objectives easily and efficiently. People use different communication technology and networks for information accessing storing and disseminating. Out of this latest developed technology, one most used one is social media. If we consider the recent condition (Corona pandemic) over the past two years we will be able to identify the valuable benefits of social media and its impact on students, farmers, government, researchers, etc. The questions like how the people managed their responsibilities? How do they perform their duties? How do the students give up their problems? Etc., can be answered by analyzing social media and the internet.

Al-Rahmi, W., & Othman, M. (2013) conducted research to highlight the use of social media in various contexts but very little research has been conducted to know the use of social media for institutional library purposes. A pilot study was conducted where the author found that social media has a huge impact on the academic performance of students.¹ Concerning library science majority of LIS students use social media to use the library services, library products, and the library staff as well. As per Khan, S. A., & Bhatti, R. (2012) social media has a great benefit for the marketing of library services due to its tremendous characteristics. So, to analyze the way they are using and how frequently they are using social media for institutional library purposes this study has been conducted.

2. FORMS OF SOCIAL MEDIA

Social media is generally used as a vast term for all web-based technologies and it is incorporated with the features

of web 2.0 to provide various platforms like websites and applications that support users in creating and sharing content, which is called social media tools. Social media tools are of various types according to their work and functions, some of them are extremely useful for educational purposes. Like:

- **Social Networking Sites (SNS):** Many writers used the term social media and social networking interchangeably, but social media refers to the whole set of web technology that facilitates social interaction using features of web 2.0, while social 3 networking is one of the platforms of social media which help interaction and communication between common user communities or group. Social networking sites allow people to get connected based on a specific interest like friendship creation, business interaction, family interaction, academic motives, political intercourse, etc. Example- Facebook, WhatsApp, Twitter, YouTube, LinkedIn, Instagram, Instant Messaging.
- **Social Book-Marking Tools:** This allows the users of bookmarking websites to easily locate the resources and share them with friends later. Example-Delicious, Diigo, Connotea.
- **Content Delivery Tools:** This aims at sharing images, video, audio, and other multimedia resources over the internet for connecting people over a distance. Example- Flickr, Vimeo, RSS Feed, Podcast, SMS Enquiry.
- **Social Community and Discussion Tools:** This allows users of common interests to discuss and share information. Example-Portal, Discussion forum, Collaborative Publishing Tools (Blog, Wiki).
- **Social News Tools:** These are a web-based platform that allows users to post news, and current events among interested people in a common area. Example- Digg.
- **Academic Social Media Tools:** These are the social media tools designed and developed by keeping an eye on the academic carrier and professional development Example-Academia, Zotero, Mendeley, Research Gate, Slide Share.

3. RELATED LITERATURE

As far as the kinds of literature are concerned the authors found that there is much research has been undertaken on the use of social media but a little research has been undertaken for the same use regarding the institutional library. The author has searched the works of literature by using keywords like ‘social media’, ‘social media in LIS’, and ‘social media in the library’.

Hamade, S. N. (2013) conducted research entitled “Perception and use of social networking sites among university students” where the author analyzed the use of social media in a descriptive way. The author used a questionnaire method for the collection of data where he designed five major sections and distributed them among students and research scholars. Out of the 300 participants, there are 140 (47 percent) male and 160 (53 percent) female respondents. According to his first analysis, he found that Twitter was the most used SNS then Facebook which was the second-highest in number and followed by Flicker, Myspace which was 7% and 2% respectively. According to viewing and posting of SNS, 181 respondents viewed Many times a day which was 60 % of the total respondents, and 101 posted many times a day which was 33% of the respondents. There were only 21 respondents who view SNS once a week and 45 of the respondents who post once a week on the SNS. Research conducted by Ruleman, A. B. (2012) stated the use of SNS among the students as well as with comparison with the faculty. According to the first statement (Use of technology while studying/researching) of the study, there was the highest number of faculty who uses social media at the age of 45-60

years, and in comparison, respondents who used highest at the age between 20-22 years.

At an international conference Buhari, S. R., Ahmad, G. I., & Hadi Ashara, B. (2014, April) presented a paper known as “Use of Social Media among Students of Nigerian Polytechnic” where they highlighted the use of social media and its impacts toward the students. According to the research question on that is the reason behind using the social media there were highest mean score (4.4) of the statement that is “Students of Nigerian Polytechnic use Social Media to connect, interact chat with friends” followed by the use of social media for sharing of information. Then analyzing the frequency of use of social media where they found that students used social media more than five hours per day with the highest mean value of 4.6. As per the perception toward the use of social media, there was the highest number of respondents replied that there was a positive perception of the use of social media with a mean value of 4.2. As per Wiid, J. A., Cant, M. C., & Nell, C. E. (2014) idea social media are more widely used for the ease to use purpose, and in this research, they found that Facebook is the most widely used SNS by social media and Pinterest has very least use. They also found that most students use social media between 0-and 5 hours per week. Studies also found the various attributes of social media and their importance Dewing, M. (2010). The major purpose of using social media is e-mail, instant messaging, wiki reading, sharing documents, and so on as found common in many research found by Hrastinski, S., & Aghaei, N. M. (2012). On the other hand, social media use are depending on the requirement and form of communication, there is no direct relationship between social media addiction and lifestyle found by Hawi, N. S., & Samaha, M. (2017). Social media has a specific impact on tourism and travel. Research conducted by Ráthonyi, G. (2013) highlighted the specific effects on travel and tourism. Instagram and YouTube have a major impact on school-going students as found by Martin, F., Wang, C., Petty, T., Wang, W., & Wilkins, P. (2018). They focused on various objectives of using social media by the school students and found the majority (127) of students use social media to learn about other people's/friends' lives, what they are doing, and what is new with them.

Knight-McCord, J., et.al (2016) conducted research where the college students use social media to share pictures, videos, and other entertainment-related materials, the uses were very less frequently to develop their professional networks. College students use these networks for 1-5 hours each day and more on weekends. Social media has a positive impact on the political participation among the students found by the authors Ahmad, T., Alvi, A., & Ittefaq, M. (2019). More students use social media for enhancing their political carrier.¹⁴ Again another research found that respondents use online media for YouTube, Facebook, and Instagram majorly as per Al-Deen, H. S. N., & Hendricks, J. A. (2011).

4. OBJECTIVES OF THE STUDY

The research has been conducted to satisfy the following objectives;

- To know the use of social media for using institution library.
- To identify the types of services used in their respective institution library by using social media.
- To make a comparison based on different variables between the two central universities.
- To analyze the pattern of using social media among the two central universities.
- To identify the purpose of using social media.
- To identify the esteem need for using social media.

5. METHODOLOGY USED

In such type of ongoing pandemic, the online questionnaire was designed by using Google forms and distributed to the students of the selected universities by email, WhatsApp, and other instant messaging apps. The questionnaire was distributed among the ongoing students of the respected universities. The number of questionnaires distributed concerning their university and courses and the response rate have been described in table- 1.

There was a total of 80 (100%) online close-ended questionnaires sent to both the universities together and the chosen sampling method was snowball sampling. All the samples are the ongoing students of the respected departments (Department of Library and Information Science) of the selected universities. Out of the total, there were 45(56.25%) questionnaires that came back which are considered to be usable in this research. As described in the table-1 the majority of the respondents 16 (80%) of MZU belong to MLIS (Master in Library and Information Science) and the majority of respondents 11 (55%) in NEHU are Ph.D. students. Figure- 1 describes the response rate of both the universities where the MZU will come in rank 1

Table 1: Response Rate

Universities	Courses	Questionnaire Sent	Questionnaire Received	%	Cumulative %	Rank
MZU	MLIS	20	16	80	80	1
	M.Phil	4	1	25	105	
	Ph. D	15	8	53.33	158.33	
NEHU	MLIS	19	9	47.36	205.69	2
	M.Phil	4	0	0	205.69	
	Ph. D	20	11	55	260.69	
Total		80 (100%)	45 (56.25%)	56.25		

6. DATA ANALYSIS

The analysis of data was done by using MS Excel 2007, and SPSS, and some are manual. The analysis of data has been done to know some values with percentage, mean, cumulative percentage, and standard deviation.

6.1 Demographic Characteristics of Data

The demographic characteristic of data describes the Gender and age of the total respondents of both the universities in a brief way. As per Table- 2 given below there are more female respondents which were 23 (51.11%) than the male respondents which were 22 (48.88%). As per the characteristic of the age, there were 21 (46.66%) of the respondents were belong to the age of 21-24 followed by 17(37.77%) between 25-28 followed by 5 (11.11%) were coming under the category of 37+. There were 0 (0%) numbers of respondents coming under the 18-20 and 29-32 age categories.

Table 2: Demographic Characteristics of Respondents

Variables (n=45)	NEHU (n=20)	MZU (n=25)	Total	%	Cumulative %
Gender	Male	8 (40%)	14 (56%)	22	48.88
	Female	12 (60%)	11 (44%)	23	51.11
Age	18-20	0 (0%)	0 (0%)	0	0
	21-24	9 (45%)	12 (48%)	21	46.66
	25-28	6 (30%)	11 (44%)	17	37.77
	29-32	0 (0%)	0 (0%)	0	84.43
	33-36	1 (5%)	1 (4%)	2	4.44
	37+	4 (20%)	1 (4%)	5	11.11
					99.98

[Figure- 2 Gender Distribution] [Figure-3 Age Distribution]

6.2 Uses and Awareness of Social Media

To know how many of the students were using and how many were aware of the social media, the data has been analyzed and represented in table- 3. In a general sense, we can say most of the students (95%) were aware of and used social media for their academic and non-academic activities. By comparing results, it was found that students of MZU who were 25 (100%) were more aware than the students of NEHU who were 18 (90%) out of the total respondents in each university separately. There were 2 (10%) students from NEHU who said that they may be aware of social media. At last, a decision was taken to decide whether these two universities were using social media or not, the result showed that yes, both university students are using social media. Here decision Yes= means 50 % or more than 50 % were using and No= means below 50%.

Table 3: Awareness of Social Media

Universities (n=45)	Variables	F	Cumulative f	%	Cumulative %	Decision	Rank
MZU (n=25)	Yes	25	25	100	100	Yes	1
	No	0	25	0	100		
	May be	0	25	0	100		
NEHU (n=20)	Yes	18	18	90	190	Yes	2
	No	0	18	0	190		
	May be	2	20	10	200		

Comparison of Awareness based on Gender

The chi-square analysis reveals that there is a significant difference in the awareness and use of social media (with p-value < 0.05) among the male and female students as the majority of males (44%) and females (48%) are aware of and using social media.

Table 4: Comparison of Awareness based on Gender

Statement	Response	Gender		Chi-square (p-value) N = 45
		Male	Female	
Awareness about Social Media	Yes	20	44	χ^2 at 2 df = 48.958 ^a (.000)
	No	0	0	
	May be	1	2	
			4	

6.3 Use of Social Media for Institution's Library

One question was asked to know whether the respondents were using social media to use and access the library products and services or not, goggle linear scale was used to collect the data where the points range from 1 to 5. Point 1 represents Extremely Less Frequently (ELF), 2 for Less Frequently (LF), 3 for Frequently (F), 4 for High Frequently (HF), and 5 for Extremely High Frequently (EHF).

As per the analysis done in table – 4, the majority of respondents said they are using social media for using their institutional library services and products. According to the university-wise data NEHU is the highest use of media technology with a mean value of 4.50 and after that MZU with a mean value of 4.44 with 0.340 and 0.263 variances

respectively.

Table 5: Uses for institutional library

Universities (n=45)	EHF		HF		F		LF		ELF		Mean	SD	Variance
	N	%	N	%	N	%	N	%	N	0%			
MZU	12	48	12	48	1	4	0	0	0	0	4.44	0.583	0.340
NEHU	10	40	10	40	0	0	0	0	0	0	4.50	0.512	0.263
Total	22	88	22	88	1	4	0	0	0	0			
%	44	97.7	44	97.	2	4	0	0	0	0			
		7		77		4							

6.4 Time Spent for Institution Library v/s Time Spent for Others

The total time spent was categorized into two categories that are time spent for ‘institution library’ related activities and times spent in ‘other’ (Non-academic) related activities. The options are categorized from 4-1 where, 4 = many times in a day and 1 = once in a week. In MZU maximum student was 14 (56%) uses a few times a day followed by 7 (28%) uses many times in day followed by 3 (12%) once a week and only 1 (4%) student uses once in a day for the ‘institution library’ purpose. In NEHU maximum number of students was 11 (55%) uses a few times a day followed by 5 (25%) uses many times in day followed by 3 (15%) once a week and only 1 (5%) student uses once in a day for the ‘institution library’ purpose.

Table 6: Purpose and Frequency of using Social Media

MZU (N=25)	Institution Library	Many times, during a day		Few times in a day	Once a day	once in a week	
		F	%				
Others	Others	Many times, during a day		Few times in a day	Once a day	once in a week	
		14	28	9	2	0	
	F	14	28	9	2	0	
	%	56		36	8	0	
	NEHU (N=20)	Institution Library	Many times, during a day		Few times in a day	Once a day	once in a week
	F		11	1	3		
	%		55	5	15		
	Others	Many times, during a day		Few times in a day	Once a day	once in a week	
		F	9	2	2		
		%	45	10	10		

6.5 Device used for Availing Institutional Library

Devices were the major factor for using and accessing any internet-related things. The study found that in MZU the maximum number of respondents was 23 (92%) were using mobile phones for ‘institutional library’ followed by personal laptops which were 14 (56%) followed by PC which was 4 (16%) and very few that was 2 (8%) out of the total respondents (25). In NEHU all the respondents that were 20 (100%) were using mobile phones for ‘institutional library’, followed by personal laptops which were 7 (35%), followed by PC which was 3 (15%), and 0 (0%) number of respondents uses tablets out of the total respondents (20). As per the data, we can assume that mobiles are the major devices used for availing their institutional library services.

Table 7: Devices used

Universities (n=45)	Devices	F	Cumulative f	%	Cumulative %	Rank in Device Used
MZU (n=25)	Mobile	23	23	92	92	1
	Tablet	2	25	8	100	4
	Personal Laptops	14	39	56	156	2
	PC	4	43	16	172	3
NEHU (n=20)	Mobile	20	20	100	100	1
	Tablet	0	20	0	100	4
	Personal Laptops	7	27	35	135	2
	PC	3	30	15	150	3

6.6 Time Spent for using Institutional Library

As far as the time was concerned, in MZU the time spent per day using the institutional library was highest at 2-5 hours per day, and respondents falling in this category were 20 (80%) followed by 4 (16%) in the category of 1-2 hours per day and only 1 (4%) of the respondents uses 10+ hours in a day. In a week the time spent was highest 5-10 hours category which was supported by 10 (40%) of the respondents followed by 10+ by 9 (36%) and 2-5 hours by 6 (24%) number of respondents.

In NEHU, the time spent per day by the students was highest at 1-2 hours per day and respondents falling in this category were 11 (55%) followed by 6 (30%) in the category of 2-5 hours per day and only 3 (15%) of the respondents use 5-10 hours in a day. In a week the time spent was highest 5-10 hours category which was supported by 8 (40%) of the respondents followed by 10+ by 7 (35%) and 2-5 hours by 5 (25%) number of respondents.

Table 8: Day and Week wise Time Spent

Universities	Variables	Time Spent				
		In a Day	1-2 hours	2-5 hours	5-10 hours	10+
MZU (n=25)	N		4	20	0	1
	Cumulative f		4	24	24	25
	%		16	80	0	4
	In a Week		1-2 hours	2-5 hours	5-10 hours	10+
	N		0	6	10	9
	Cumulative f		0	6	16	25
	%		0	24	40	36
	In a Day		1-2 hours	2-5 hours	5-10 hours	10+
NEHU (N=20)	N		11	6	3	0
	Cumulative f		11	17	20	20
	%		55	30	15	0
	In a Week		1-2 hours	2-5 hours	5-10 hours	10+
	N		0	5	8	7
	Cumulative f		0	5	13	20
	%		0	25	40	35

6.7 Purpose of using Social Media

In this section, the author discussed the purpose of using social media in institutional libraries. In MZU majority of respondents that is 22 (88%) said that they are using social media 'For contacting library staff', followed by 16 (64%) 'To access library services and products', 14 (56%) said 'To know about the library services and products', 12 (48%) said 'For using databases' 8 (32%) said for 'To know about library' and only 2 (8%) replied that 'For using online journals.

In NEHU majority of respondents that is 15 (75%) said that they are using social media 'To access library services and products', followed by 12 (60%) 'For contacting library staff', 10 (50%) said 'To know about the library services and products', 5 (25%) 'For using online journals', 'For using databases' and 'To make fines.

Table 9: Purpose of using Social Media

Universities (n=45)	Variables	F	%	Cumulative f	Cumulative %
MZU (n=25)	For contacting library staff	22	88	22	88
	To know about library	8	32	30	120
	To know about the library services and products	14	56	44	176
	Asking queries	6	24	50	200
	For using online journals	2	8	52	208
	To search OPAC	3	12	57	220
	To access library services and products	16	64	73	284
	For using databases	12	48	85	332
	To make fines	7	28	92	360
	Others	6	24	98	386
NEHU (n=20)	For contacting library staff	12	60	12	60
	To know about library	3	15	15	75
	To know about the library services and products	10	50	25	125
	Asking queries	4	20	29	145
	For using online journals	5	25	34	170
	To search OPAC	1	5	35	175
	To access library services and products	15	75	50	250
	For using databases	5	25	55	275
	To make fines	5	25	60	300
	others	4	20	64	320

6.8 Uses of Social Media for SNS

The use of social media for using SNS has shown that most of the respondents use social media for SNS. But, specifically which SNSs are more use by using social media than others were being analyzed in the table- 9. In MZU there were 20 (80%) of the respondents replied they use social media for Facebook followed by 12 (48%) respondents who said for use Twitter, 6 (24%) of the respondents uses LinkedIn, 4(16%) of the respondents uses for Zotero and only 2(8%) uses for MySpace and Skype. There were 0 (0%) of the respondents who use Friendster, Second Life, and Delicious.

In NEHU there were 14 (70%) of the respondents replied they use social media for Facebook followed by, 6 (30%) of the respondents uses for LinkedIn, 4 (20%) respondents said for use Twitter, 1 (5%) of the respondents use for Zotero, Flickr, and MySpace. There were 0(0%) of the respondents who use Friendster, Bebo, and Second Life.

Table 10: Uses of Social Media for SNSs

Universities	SNS	F	%	Cumulative f	Cumulative %
MZU (n=25)	Facebook	20	80	20	80
	MySpace	2	8	22	88
	Friendster	0	0	22	88
	Bebo	1	4	23	92
	Flickr	1	4	24	96
	LinkedIn	6	24	30	120
	Second Life	0	0	30	120

NEHU (n=20)	Delicious	0	0	30	120
	Skype	2	8	32	128
	Twitter	12	48	44	176
	Zotero	4	16	48	192
	Facebook	14	70	14	70
	MySpace	1	5	15	75
	Friendster	0	0	15	75
	Bebo	0	0	15	75
	Flickr	1	5	16	80
	LinkedIn	6	30	22	110
Second Life					
Delicious					
Skype					
Twitter					
Zotero					

7.9 Positive and Negative Impact of Social Media on Students

On the positive side of the social media, it found that social media has a great impact on learning activities as supported by 33 (73.33%) respondents in both the universities with a mean value of 1.45 followed by 28(62.22%) supported by the mean value 1.42 to the statement that was social media helps to get in touch with family/friends followed by 27(60%) respondents with the mean value 1.37 supported that social media helps to know the social activities and 21(46.66%) supported to the statement that was social media helps in entertainment with mean value 1.28.

On the opposite side was the negative side were 39(86%) of the respondents in both the universities supported the statement that social media affects spending too much time followed by 26(57%) of the respondents who supported that social media hurts Neglecting study/work, 11(24.44%) respondents said social media affects in neglecting social activities and only 9(20%) support the statement others.

Table 11: Positive and Negative Impact of Social Media

Positive Effects	MZU (n=25)		NEHU (n=20)		Total		Mean
	N	%	N	%	N	%	
Helps in learning activities	18	72	15	75	33	73.33	1.45
Helps to get in touch with family/friends	16	64	12	60	28	62.22	1.42
Helps to know the social activities	17	68	10	50	27	60	1.37
Helps in entertainment	15	60	6	30	21	46.66	1.28
Negative Effects							
Neglecting study/work	13	52	13	65	26	57	1.5
Spending too much time	23	92	16	80	39	86	1.41
Neglecting social activities	6	24	5	25	11	24.44	1.45
Others	5	20	4	20	9	20	1.44

7. FINDINGS, DISCUSSION, AND CONCLUSIONS

As per the response rate described in the table- 1 there was a higher response rate in MZU (64.10%) than in NEHU (46.51%) where there was more MLIS students (80%) in MZU and more Ph.D. students (55%) from NEHU. According to gender and age-wise analysis, there were female respondents which were 23 (51.11%), male respondents which were 22 (48.88%) and there were 21 (46.66%) the respondents belonged to the aged 21-24 was found. As far as the user is

concerned, it found that both the university students and research scholars use social media technologies for accessing and availing their institutional library services. In MZU the most common purpose of social media was to contact library staff which was supported by 22 (88%) of the respondents while in NEHU, the majority of the respondents 15 (75%) chose for accessing library services and products. In MZU as per time spent maximum respondents 20 (80%) were coming under the category of 2-5 hours per day while in NEHU, there were highest in the category of 1-2 hours per day and respondents fell in this category were 11 (55%). Facebook is the highly used SNS using social media. In MZU there were 20 (80%) of the respondents replied they use social media for Facebook and in NEHU 14 (70%) of the respondents replied they use social media for Facebook. At last in the positive side of social media, it was found that social media has a great impact on learning activities as supported by 33 (73.33%) respondents in both the universities and followed by 28(62.22%) supported, in the negative side there were 39(86%) of the respondents in both the universities supported to the statement that social media affects in spending too much time followed by 26(57%) of the respondents supported that social media harms Neglecting study/work. Research has also been carried out to know the relation between social media comparison to life satisfaction and self-esteem.

It is evident from the above study, that social media in the coming days shall play an important role in enhancing the learning opportunities of students and scholars. Due to its advantages of sharing and disseminating information around the world, the academic institution needs to encourage and support this advancement of technology in the greater interest of the academic and research community. Society act as a divergent factor for mobilizing the impact of social media may be its positive impact or maybe the negative. Various orientation programs should be taken into consideration by the libraries as well as the organization to improve the positive impact of social media on the students and researchers. Again, as time is the super factor in using social media, the users of social media need to focus the time management. The majority of the research found that students use most of their time a day using social media. As the research found that Facebook and What's App were the major SNSs for using social media so, every organization should keep the focus on these while marketing any service or any products.

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